

## Theoretical model of professional competence development in dual-specialty students (On the example of the “History, Religious Studies” specialty)

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### ABSTRACT

The article explores the significant problem of developing a theoretical model of professional competence development in dual-specialty students (on the example of the “History, Religious studies” specialty). In order to validate the specifics of the professional competence development in dual-specialty students (on the example of the “History, Religious studies” specialty), we conducted the analysis of the establishment of the “professional competencies” concept. We provide theoretical validation of the structure and content of the professional competence in dual-specialty students (on the example of the “History, Religious studies” specialty). We studied, methodologically validated and developed a structure of a theoretical model of the professional competence development in dual-specialty students (on the example of the “History, Religious studies” specialty), which includes blocks, criterions, levels, methods, means and conditions for the efficiency of this process. Theoretical model of the professional competence development in dual-specialty students (on the example of the “History, Religious studies” specialty) is recommended for use during the development of the standards for dual specialties and educational programs in the higher school.

### KEYWORDS

Dual specialty, theoretical model, development, professional competencies, students, history, religious studies.

### ARTICLE HISTORY

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### 1. Introduction

One of the leading global trends in higher education development is the training of multi-profile specialists, who have professional competencies in the field of several sciences and are able to use them in their work (Astakhova, 2003; Carr & Skinner, 2009; Kalashnikova, 2014). In the next

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decades, this trend will become the leading one in the field of higher education in Kazakhstan.

Training the multi-profile teachers of the new type requires new approaches and educational programs in teaching, orientation on the current situation in the country, consideration of the legal norms and regard for the job market needs, etc. Because of this, the project about the problem of training a multi-profile teacher of the new type – teacher of history and religious studies – is significant and demanded in the field of higher education. Currently, the main focus is turned towards the prophylactics and prevention of crimes in the field of religions. Foundation of the efficient fight against religious extremism and activity of the banned cults is the education of the growing youth that studies in secondary general-education schools, lyceums and gymnasiums, and the development of the correct understanding of the specifics of the global religions and religious tolerance towards the people of other religions in the young generation. In order to fulfill this range of goals, it is necessary to prepare a multi-profile specialist of the new type – teacher of history and religious studies, who has the professional competencies for actually providing the students with the knowledge in the field of history and religious studies. Moreover, this would facilitate solving the problem of the employment of the college graduates, who would be required in the ungraded schools and in the field of higher and secondary-level education, as well as in the organizations, which address the issues of religious politics. Because of this, the problem of the professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty) becomes significant.

Competence approach is the priority in the process of training a multi-profile teacher of the new type – history and religious studies teacher. Scientific problem of studying professional competence was addressed in the studies of: K.M. Berkimbaev, S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meyrbekova (2012), A. Chown (1994), S. Gifford (1994), N. Fernandez, V. Dory, L.-G. SteMarie, M. Chaput, B. Charlin and A. Boucher (2012), Zh.K. Onalbek, V.V. Grinshkun, B.S. Omarov, B.Z. Abuseytov, E.T. Makhanbet, B.B. Kendzhaeva (2013), and others. In the works of these researchers, competence approach is addressed as the focus of the education result, i.e. student's ability as a specialist to act in various educational situations. Furthermore, the results of education on the example of a dual specialty are considered to be significant outside of the educational system; therefore, this allows setting the education in correspondence with the demands of the job market and current challenges of the society and to fulfill the employers' order to train professionally competent specialists of the new type – history and religious studies scientists.

In the studies of R.W. White (1959), E.E. Symanyuk and A.A. Pecherkina (2016), Ch. Day (1994), D. Hutchinson (1994), M. Johnson, L.S. Cowin, I. Wilson and H. Young (2012), K.A. Brown-Rice and S. Furr (2013), G.Z. Niyazova, K.M. Berkimbaev, R.E. Pralieva, D.K. Berdi and A.K. Bimaganbetova (2013) the main characteristics of the competence approach are the following:

- Efficient use of skills, which allows productively performing the professional activity;
- Mastering knowledge, abilities and skills, which are necessary for working within the specialty with the simultaneous independence and flexibility in solving professional problems;
- Well-developed cooperation with the colleagues and the professional interpersonal environment;
- Integrated combination of knowledge, abilities and affirmations, which are optimal for conducting work activity in the modern educational environment;
- Ability to work well and efficient in the wide format of contexts with a high level of self-regulation, self-reflection and self-evaluation;
- Fast, flexible and adaptive reaction for the dynamics of circumstances and environment.

One of the productive directions of the analysis of complex pedagogical phenomena, which include training the dual-specialty specialists, on the methodologic level is systemic approach. It allows defining an integral combination of inter-connected structural and functional components – units of the analysis, which follow the goals of mentoring, education, students' cognitive and productive activity as the prospective specialists; it also allows studying their interconnections. Systemic approach in the pedagogics was addressed by B. Oreck (2004) and A.V. Torkhova (2006); D.Zh. Sakenov et al. (2012) studied it in the general structure of higher education.

The conducted analysis allows us to state the controversies between:

- The objective need in the wide-profile specialists with dual-competence training, who are professionally mobile and adaptive, and insufficient development of the scientific bases of the design and functioning of the system of training such specialists in the modern pedagogic college;
- Disciplinary nature of educational activity and inter-subjective nature of the professional activity, which prevents the development of students' professional competence, range of beliefs, unconventionality of thinking and - ability to solve problems, which occur on border between different sciences.

Therefore, analysis of the studies of L. Sundburg (2001), A.E. Karimova, N.E. Kuzembayev, A.S. Amanova, and A.M. Sadykov (2016), G. Otepova, and A. Ilyassova (2014), A.V. Torkhova, (2006) and of the higher education practice in training dual-specialty students allowed stating the main controversy between the objective need in professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty) and insufficient level of the theoretical bases of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty) in the higher professional education system, as well as the corresponding Theoretical model of the professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty).



We transformed the range of the addressed problem into the scientific problem of the study, which can be described the following way: which is the structure and content of the Theoretical model of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty)?

The solution of the abovementioned scientific problem is rooted in the aim of the study: to construct a Theoretical model of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty).

## 2. Methods

Methodological basis of the study consists of interdisciplinary and systemic approaches. Religion is a social-cultural phenomenon, which is tightly linked with traditions and national psychology. The development of scientific-methodic foundation promotes the development of general cultural approach, corresponds with the requirements of the new ontology of science and education, because it provides the interdisciplinary nature of fundamental education. Interaction and mutual influence of different cultures – concepts of specific sciences, history and religious studies – constitute the wide interdisciplinary field. Without knowing history, religion and bases of philosophy, it is impossible to comprehend cultural and historical roots of many phenomena in history and present time. From the position of the systemic approach, this problem is addressed as a certain education system and as an activity of the subjects, which are included in it. Analysis and synthesis are the priority research methods, because the work is based on integrating the disciplines, which requires research and analysis of the scientific-methodic problems in the field of training a history and religious studies specialist.

During the completion of the study, we conducted theoretical analysis of pedagogical, philosophical and psychological literature on the problem of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty); analysis of pedagogical practice and research of the content, methodology and system of humanitarian education. The main theoretical method was genetically-constructive method, which allows modelling the educational process on the level of intra-subjective and inter-subjective integration; comparative-corresponding analysis, modelling method, method of scientific anticipation and design; synthesis, comparison, generalization and analysis.

The initial methodological positions of the study are based on:

- Personality-activity approach to organizing the educational process, which implies the combination of social and personal goals;
- Theory of goal-generation and goal-setting during activity organization;
- Theory of integrity of the content of educational and pedagogical process;
- Methodological statements about the motivational field of personality;

- Systemic approach as a direction in methodology of scientific comprehension of the social processes, which is based on addressing an object as a system;
- Theory of mentoring, according to which human's development as a person consists of mastering the system of objective social roles;
- Theory of cultural studies, which is based on the law of the priority of culture in social development;
- Theory of regulation;
- Theory of personality as a diachronic structure;
- Theory of personality as a subject of self-comprehension and self-development.

### 3. Results

Student's professional competencies are a combination of connected personality qualities: knowledge, abilities, skills, ways of acting, objects and processes defined with regard to the professional circle and necessary for the high-quality professional activity towards him. Professional competencies of dual-specialty students (on the example of the "History, Religious studies" specialty) is the characteristic of students' professional and personal qualities, including professional competencies in the "History, Religious studies" specialty, that provides efficient and reasonable conduction of the professional activity in different fields and segments of education. In the works of A.E. Karimova, N.E. Kuzembaev, A.S. Amanova, and A.M. Sadykov (2016), G. Otepova, and A. Ilyassova (2014), A.V. Torkhova (2006), K.M. Berkimbayev, S.T. Nyshanova, B.T. Kerimbayeva and G.P. Meyrbekova (2012), and others, student's professional competencies are defined as the basis, which provides almost all aspects of the professional activity.

The complexity of training a multi-profile specialist of the new type – history and religious studies specialist – is also rooted in the fact that currently religious studies in Kazakhstan do not have strictly stated positions.

Religious studies have the goal of developing an adequate image of religion and an objective attitude towards it in students and defining religion's place and role in the system of culture. Knowledge of history and religious studies specialist might be necessary during his prospective professional activity during the interaction between the educational and religious organizations during the conduction of research.

Training the dual-specialty professionals defines the need in specific approaches in the selection and structuring of the education content, which are related to the presence of heterogeneous fields in their professional activity. Training a wide-profile specialist is based on developing a self-organized, capable of goal-setting and creative work and competent specialist.

Professional competence of a dual-competence specialist is defined by fundamental humanitarian-scientific and scientific-affirmational training.



The process of designing and functioning of the system of training personally- and socially-demanded dual-competence specialists in college conditions can be efficient, if it is based on the following main points:

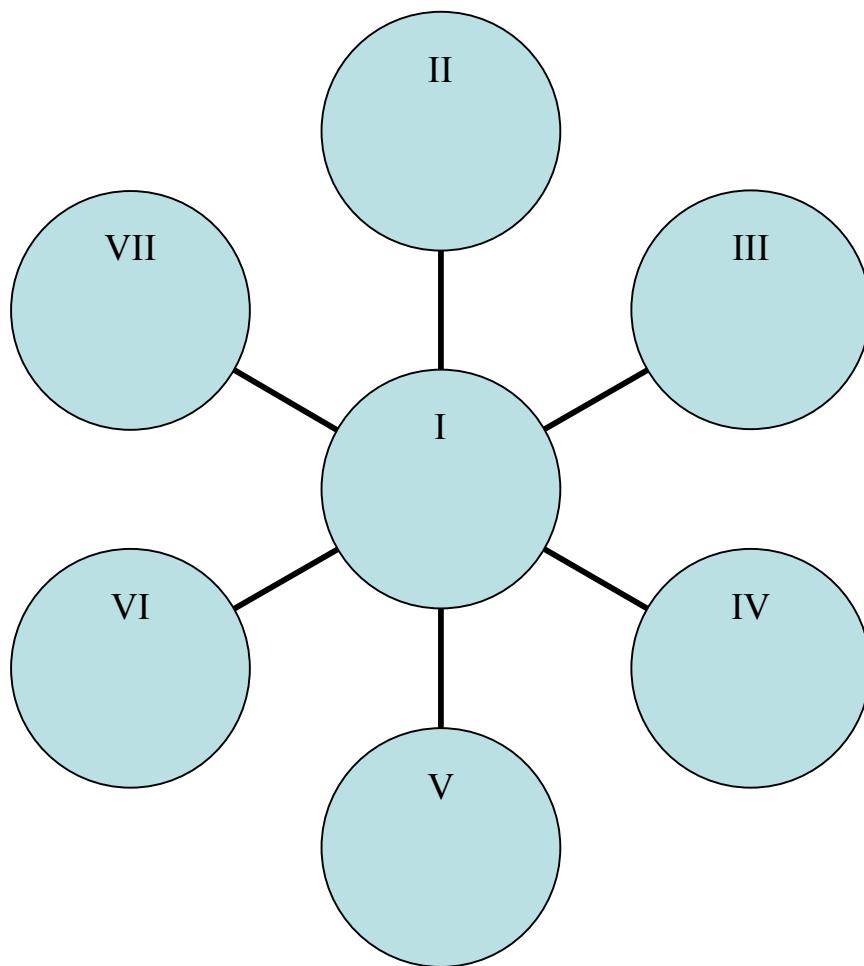
1. Correspondence between goals, tasks and content of our designed and actualized system of training dual-competence specialists and the dynamic and changing social order for raising a mobile, adaptive, creative and self-actualizing personality;
2. Comprehension of dual competence as an integrated specialist's training, which expands the fields, functions and types of the adjoining fields of heterogeneous professional activity and social-cultural basis, which provides its multi-functionality, mobility and adaptability;
3. Supply of non-controversial synergic interaction of didactic and methodic means of the integrated profiles of training, which defines the fulfillment of goals and development of an integral education content;
4. Integration as social-economical, logical-methodological, epistemological and axiological foundation of integration of different activity elements into a unified structure, which has relatively separate, but also hierarchically organized, fields – the occurrence of which provides productivity and robustness of the integration process.

Because of this, it is necessary:

1. To explore social-economic and social-cultural predispositions and conditions, which cause the need in preparing dual-competence specialists;
2. To validate the essence and structures of the system of training dual-competence specialists on the basis of retrospective historical-logical analysis;
3. To develop scientific bases of designing a system of training dual-competence specialists;
4. To identify the main characteristics of integration of different professional activity types. To validate logical-content basis of the integration processes;
5. To develop a theoretical model of dual-competence specialists' training;
6. To validate theoretically dual-specialists' training in the college conditions.

### 3.1. Originality of the Results

Our study provides theoretical validation, designs and presents the Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (see Figure 1).



**Figure 1.** Theoretical model of professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty.

Explanation of Figure 1. Theoretical model of professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty. Present Theoretical model of professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty shows the main elements of the process of the Theoretical model of professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty, in their inter-connections:

- 1 – The process of the professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty;



2 – Goal element of the professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty (to develop the professional competencies in dual-specialty students);

3 – Functional element of the professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty (development, organization and regulation of the process of professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty);

4 – Monitoring element of the professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty (Criterions: professional competencies; Levels of development: high, average, low);

5 – Organizational element of the professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty (Conditions: organization of the educational activity of dual-specialty students in college; Forms of education: frontal, group, individual; Methods and means of teaching: general, special, innovative);

6 – Resulting element of the professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty (the level of professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty);

7 – Prospective element of the process of professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty (analysis and renewal of the professional competence development in dual-specialty students on the example of the “History, Religious studies” specialty).

#### 4. Discussion

- Theoretical model of professional competence development in dual-specialty students on the example of the “History, Religious studies” presents the hierarchically-defined system of inter-connected goals, content and principles of integration of adjacent fields of heterogeneous professional activity, aimed at expanding professional mobility and personality self-actualization;
- Theoretical model of professional competence development in dual-specialty students on the example of the “History, Religious studies” is the proof of the fact that the integration of heterogeneous fields of professional activity (history, religion) leads to a new model of dual-competence specialists’ activity, which is characterized by the expansion of its types, functions and fields. This model determines the content and structure of training dual-competence specialists;
- Theoretical model of professional competence development in dual-specialty students on the example of the “History, Religious studies”

corresponds with a dual-competence specialist's professional activity, provides the coherence and inter-connection of goals, content and principles of heterogeneous types of training and is aimed at the development of generalized, mutually-enriching knowledge, abilities and skills;

- Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" reveals the content and principles of constructing a complex and anticipatory educational-programmed supply of dual-competence specialists' training, which reflects the structure and content of their professional activity and training.

It is necessary to focus on high-quality training of a multi-profile teacher of the new type with fundamental knowledge in the field of global and national history and religious studies. Ministry of Education of the Republic of Kazakhstan presents a logical demand – history of religions and other religious-studies disciplines in schools and higher educational institutions have to be taught by the teachers, who have special professional training. During the current year, MOS of the RK introduced a pilot project on training the specialists in dual specialties, which once again stresses the significance of training the employees of multi-profile type.

## 5. Conclusion

As a result of the conducted study, we validated the concept of student's professional competencies as a combination of connected personality qualities: knowledge, abilities, skills, ways of acting, objects and processes defined with regard to the professional circle and necessary for the high-quality professional activity towards him. In turn, professional competencies of dual-specialty students (on the example of the "History, Religious studies" specialty) is the characteristic of students' professional and personal qualities, including professional competencies in the "History, Religious studies" specialty, that provides efficient and reasonable conduction of the professional activity in different fields and segments of education. This position is the foundation of the structure of the Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. Originality and scientific novelty of our study consists of defining and specifying the systemic approach towards the process of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. Systemic approach allowed us to develop and validate the structure, elements and content of the Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. The developed Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty makes a theoretical contribution in the further development of methodology and methods of the professional training of dual-specialty students on the example of the "History, Religious studies" specialty; it also sets the perspectives of further studies of the scientific



problem of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. Unlike the studies of A.V. Torkhova (2006), A.E. Karimova, N.E. Kuzembayev, A.S. Amanova, and A.M. Sadykov (2016), G. Otepova, and A. Ilyassova (2014), K.M. Berkimbayev, S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meyrbekova (2012), E.E. Symanyuk and A.A. Pecherkina. (2016), in our study we developed a Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty, the content and structure of which define the conditions for updating educational and methodic materials and educational programs, which provide the efficiency of the process of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. The developed Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty is recommended for pilot use in higher educational institutions.

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